

**CONTENT ANALYSIS OF ENGLISH TEXTBOOKS FOR SENIOR HIGH
SCHOOL ENTITLED “*PATHWAY TO ENGLISH*” BASED ON
CURRICULUM 2013**

THESIS

In Partial Fulfillment of the Requirement for
Master Degree of English Language Education



by:
PENDIK SETIAWAN
201710560211014

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
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Proposed by:

PENDIK SETIAWAN
201710560211014

Has been accepted on
Friday, 26 July 2019

Advisor I


Dr. Estu Widodo


Advisor II


Dr. Sri Hartiningsih

Director of Directorate of
Postgraduate Program


Estu Widodo, Ph.D

Head of Program Study
Master of English
Language Education


Dr. Estu Widodo

THESIS

Written by:

PENDIK SETIAWAN
201710560211014

Has been examined in front of examiners
On **Friday, 26 July 2019** and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : **Dr. Estu Widodo**

Secretary : **Dr. Sri Hartiningsih**

1st Examiner : **Dr. Sudiran**

2nd Examiner : **Dr. Hartono**

LETTER OF STATEMENT

I, the undersigned:

Name : **PENDIK SETIAWAN**
NIM : **201710560211014**
Study Program : **S2-English Language Education**

Hereby, declare that:

1. The thesis entitled: **CONTENT ANALYSIS OF ENGLISH TEXTBOOKS FOR SENIOR HIGH SCHOOL ENTITLED "PATHWAY TO ENGLISH" BASED ON CURRICULUM 2013** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 26 July 2019

The Writer,


Pendik Setiawan

ABSTRACT

PendikSetiawan, 2019. *Content Analysis of English Textbooks for Senior High School Entitled "Pathway to English" Based On Curriculum 2013* .Thesis. Post Graduate Program of English Language Education, University of Muhammadiyah Malang. Advisor: **1. Dr. Estu Widodo, M.Hum. 2. Dr. Sri Hartiningsih, M.M.**

This research attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by *PusatPerbukuan*(Pusbuk) and whether they were relevant to the *2013 Curriculum* and to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to *2013 curriculum*.

This research which was a *content analysis* contained the stages: referring to criteria for English textbook evaluation issued by *Pusbuk* in 2007 and making some modification to suit the *2013 Curriculum*; deciding on the subjects, that were Supplementary English textbooks for senior highschool students entitled *Pathway to English*; applying the criteria for evaluating the textbooks using a simple tick and cross system as judgments; analyzing the textbook; and interpreting the findings and stating conclusions. The data were gathered by evaluating the three English textbooks using checklists for textbooks evaluation criteria. In the data analysis technique, the total of criteria points which were met in a workbook for each sub aspect was divided by the total of criteria points in each sub aspect times 100%. For ensuring the credibility of the research, consensus was applied in which the research supervisor was the reviewer in evaluating the textbooks.

The result confirmed that *Pathway to English* had met the criteria of good textbooks with the fulfillment for relevance of materials to the curriculum textbook 1 (75%) textbook 2 (83%) and textbook 3 (67%), for material accuracy textbook 1,2, and 3 had (100%), for supporting learning materials textbook 1 (80%), textbook 2 (70%) and textbook 3 (90%), for language appropriateness textbook 1,2 and 3 had (75%), for presentation technique textbook 1,2, and 3 had (100%), for teaching and learning technique textbook 1,2, and 3 had (100%) , and for presentation coverage textbook 1,2, and 3 had (70%) *Pathway to English* was relevant to the 2013 Curriculum due to the presentational activities and activities for character building. It was recommended that teachers modify the textbooks to suit 2013 curriculum and adapt the difficulties to suit learners' cognitive development.

Keywords: *Textbook' evaluation, Curriculum 2013, Pusbuk 2007*

ABSTRAK

PendikSetiawan, 2019. *Analisa content buku teks Bahasa Inggris untuk Sekolah Menengah Atas Berjudul "Pathway To English" Berdasarkan Kurikulum 2013* .Thesis. Program Pasca Sarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Pembimbing: **1. Dr. Estu Widodo, M.Hum. 2. Dr. Sri Hartiningsih, M.M.**

Penelitian ini berusaha untuk menemukan apakah buku teks bahasa Inggris yang dianalisis memenuhi criteria buku teks yang baik yang disarankan oleh Pusat Perbukuan (Pusbuk) dan apakah mereka relevan dengan Kurikulum 2013 dan untuk mengetahui bagaimana criteria tersebut dipenuhi atau tidak oleh buku teks tersebut dan dengan cara apa buku teks itu relevan dengan kurikulum 2013.

Penelitian ini yang merupakan analisis isi berisi tahapan: merujuk pada criteria untuk evaluasi buku teks bahasa Inggris yang dikeluarkan oleh Pusbuk pada tahun 2007 dan membuat beberapa modifikasi agar sesuai dengan Kurikulum 2013; memutuskan mata pelajaran, yang merupakan buku teks Bahasa Inggris Pelengkap untuk siswa SMA yang berjudul Pathway to English; menerapkan criteria untuk mengevaluasi buku teks menggunakan tanda centang dan system silang sederhana sebagai penilaian; menganalisis buku teks; dan menafsirkan temuan dan menyatakan kesimpulan. Data dikumpulkan dengan mengevaluasi tiga buku teks bahasa Inggris menggunakan daftar periksa untuk kriteria evaluasi buku teks. Dalam teknik analisis data, total poin kriteria yang dipenuhi dalam buku kerja untuk setiap sub-aspek dibagi dengan total poin kriteria di setiap sub-aspek kali 100%. Untuk memastikan kredibilitas penelitian, konsensus diterapkan di mana pengawas penelitian adalah peninjau dalam mengevaluasi bukuteks.

Hasilnya menegaskan bahwa Pathway to English telah memenuhi kriteria bukuteks yang baik dengan pemenuhan relevansi bahan untuk buku teks kurikulum 1 (75%) buku teks 2 (83%) dan buku teks 3 (67%), untuk akurasi bahan buku teks 1, 2, dan 3 memiliki (100%), untuk mendukung materi pembelajaran bukuteks 1 (80%), buku teks 2 (70%) dan teksbok 3 (90%), untuk buku teks 1,2 dan 3 kesesuaian bahasa (75%), untuk teknik presentasi buku teks 1,2, dan 3 punya (100%), untuk teknik belajar mengajar buku teks 1,2, dan 3 punya (100%), dan untuk cakupan presentasi buku teks 1,2, dan 3 punya (70%) Pathway to English relevan dengan Kurikulum 2013 karena kegiatan presentasi dan kegiatan untuk pembangunan karakter. Dianjurkan agar guru memodifikasi buku teks agar sesuai dengan kurikulum 2013 dan menyesuaikan kesulitan agar sesuai dengan perkembangan kognitif peserta didik.

Kata kunci: evaluasi Buku Teks, Kurikulum 2013, Pusbuk 2007

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Malang, 18 July, 2019

PendikSetiawan

MOTTO AND DEDICATION

Motto:

“Anything that you learn becomes your wealth, a wealth that cannot be taken away from you; whether you learn it in a building called school or in the school of life. To learn something new is a timeless pleasure and a valuable treasure. And not all things that you learn are taught to you, but many things that you learn you realize you have taught yourself.”

Dedication:

I dedicate this thesis to:

1. My parents to whom I express my appreciation for their prayers, patience, love, and attention
2. My beloved brothers who always support me all the way
3. Lecturers and teachers who have given me a lot of knowledge and inspiration to be a useful person
4. My beloved friends in weekend class UMM Malang 2017

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INTRODUCTION

Background of the Research

In teaching and learning process textbooks have an important role especially in foreign language classes; undoubtedly textbooks are the most popular teaching materials. Therefore, it is very important that textbooks includes the essential elements of cultural background, learners' needs, language and culture and it correspond to level of linguistic proficiency. Accordingly, it is crucial to help teachers choose the most appropriate textbook for teaching and learning process. The aim of textbook is to provide learners with language skills, necessary knowledge, and information about English native countries, and to prepare them to interact with other people from foreign country and from different cultural backgrounds. Usually, textbooks integrate traditional and contemporary language teaching approaches. The textbooks also combine concepts of 'task-based methodology', 'cross-curricular themes', 'learner development', and providing grammar knowledge, a comprehensive vocabulary practice, grammatical structures, and functions (Hutchinson 1991).

The Ministry of Education and Culture of Indonesia has decided that Education in Indonesia must apply the current curriculum, the 2013 curriculum. It is a further step of competency based on curriculum development and in 2004 the School Level-based Curriculum in 2006 has been initiated which includes some aspects; skills integrated, knowledge, and competency of attitude. So, that the design of curriculum is also changed from teacher centered to student-centered. The 2013 Curriculum adopts scientific approach in the learning process and is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating, and communicating (Permendikbud 2014).

The curriculum in Indonesia for Senior High School nowadays has also shifted from school based curriculum (KTSP) to 2013 Curriculum. The curriculum of 2013 is a character and competency based curriculum. This curriculum was developed to respond to the various criticisms toward School Based Curriculum 2006. This new curriculum is in accordance with the world of work and development needs. 2013 Curriculum is one of the government's efforts in the educational sector to resolve a

lot of current problems. The purpose of 2013 curriculum is to build Indonesian characters, which are: creative, innovative, productive, and affective by integrating the attitudes, knowledge, and skill. In addition, the curriculum implementation is expected to produce creative, productive, and innovative Indonesian people. The curriculum change leads to the changes in the accompanying aspects. The whole learning processes also changes, such as the textbooks, syllabuses, contents, objectives, and goals. One of the aspects that accompany the curriculum is the textbook. Many publishers and the Indonesian government have already published current and updated textbooks which are based on the 2013 Curriculum (Permendikbud. 2014).

In order to support the curriculum change, free textbooks has already been given by the Indonesian government to the schools. Two different textbooks which the government provided to the school are; the teachers' handbook, and the students' textbooks, which are developed based on 2013 Curriculum (Permendikbud. 2014). Compulsory subject textbooks in 2013 Curriculum are already provided by the government whereas the supplementary textbooks are provided by the private publishers (Mulyasa, 2013). Many private publishers participated in publishing some supplementary sources textbooks which are developed in line with the 2013 Curriculum. The purpose of the supplementary textbook is to support the compulsory textbooks from the government. Due to practicality, the supplementary textbooks from private publishers are often selected by teachers in supporting the teaching learning process. The main textbook remains the textbook published by the government. However, it is allowed to use the supplementary textbook in classroom as long as it is used to support compulsory textbooks provided by the government (Mulyasa, 2013). In short, school is allowed to choose one or more supporting textbooks as long as they meet the requirement set from the government (Permendikbud 2017).

In 2017 the data from the ministry of Education and Culture of Indonesia, has stated that the total number of high school in Indonesia is 26.380, there are 9.268 high schools in Indonesia have already used 2013 curriculum (DirekturJenderalPendidikanDasardanMenengah, 2017) and 2481 Islamic high schools (DirekturJenderalPendidikan Islam, 2017). This means that until 2017,

around 44.5% high school in Indonesia already used and implemented 2013 curriculum. In line with the fact, *Textbooks pathway to English* are used and read by majority senior high school students as well as teachers in Indonesia in order to support the compulsory textbook.

Supplementary textbooks are very important media during teaching and learning process. Before using it in the classroom, the teacher has to be careful in choosing the appropriate one, the teacher need to choose and evaluate the textbooks to make sure it is appropriate for the teaching and learning process. In order to make the textbooks more appropriate for teachers and minimalist the drawbacks from the textbooks. Therefore, it is highly significant to evaluate the textbooks using the evaluation criteria proposed by some experts. The content of the textbook also need to be the main focus, it needs to be suitable with current curriculum as well as the aim and goal for the students to achieve. As proposed by the experts, some criteria are usually integrated in the evaluation checklists to analyze the content of the textbook. To know whether a textbook is good or not, it can be indicated from whether the textbooks fulfilled the evaluation criteria proposed by the experts. There are at least two major criteria. First is about physical appearance. A textbook should also fulfill physical appearance criteria, such as whether textbooks' design is appropriate and whether the textbook package is complete, to be a good textbook (Cunningsworth 1995) second is about the content. A good English textbook should fulfill textbooks' content criteria, such as the four skills inclusion, language contents, and the accurateness of instruction.

In general, there are two things to evaluate from the textbook, i.e. content and textbooks' physical appearance. (J. D. Brown 1995) States that textbook should suit the curriculum in terms of the contents of the curriculum, the approaches, goals, needs, syllabus, and objectives. The same opinion is proposed by many other scholars, including (Harmer 2007) and (Cunningsworth 1995). Therefore, to make sure that the textbook is in line with the students' need in a particular education setting, the textbook materials should be relevant to the curriculum. Thus, the textbook should be evaluated to make sure it is relevant to the curriculum since the curriculum recently changes.

There are some previous related studies, examining textbooks based on textbook evaluation criteria in other countries, i.e. Iran (Ahour 2014), Saudi Arabia (A. A. Alamri 2008), Columbia (O. Lopez 2003), the German (S. N. Sarem 2013), South Korea (Litz, Textbook Evaluation and ELT Management: A South Korean Case Study. 2001), Middle East (Cakit 2006), USA (Kulm, &Capraro, Sun, 2009). In Indonesian context, some researchers have also investigated the textbooks and their relevance to the applicable curriculum that time, i.e. School Based Curriculum (KTSP) (Majid 2002); (Matra 2012); (Sabir 2008). At Junior High School level, a study examining the textbook and its relevance to the 2013 Curriculum has been conducted by (Purnomowulan 2014). The studies mentioned above reveal and confirm that the textbook meet the requirements of 2013 Curriculum and all chapters in those textbooks have met the good textbook criteria. It is important to evaluate whether the textbook developed for Senior High School context meets the requirement of 2013 Curriculum, but there is no such research in literature lately.

At Senior High School, the main official textbook is entitled “*Bahasa Inggris Untuk SMA/MA/SMK/MAK Grade XI semester 1 and 2*”. It is published by KEMENDIBUD, RI, 2014. In addition to the official textbook, there are a lot of supplementary textbooks. One of the most commonly used supplementary English textbook is entitled *Pathway to English*, General Program. These supplementary textbooks are based on 2013 Curriculum written by Theresia Sundarwati and Eudia grace published by Erlangga Publisher. There are two research questions, (1) do the supplementary English textbooks entitled *Pathway to English* meet the criteria of good textbook suggested by PusatPerbukuan (pusbuk) and were they relevant to 2013 curriculum? And (2) how are those criteria fulfilled by supplementary English textbooks entitled *Pathway to English* and in what way were they relevant to Curriculum 2013 requirements? The writer is interested in analyzing the content of these supplementary textbooks to discover whether or not the supplementary English textbooks entitled *Pathway to English* met the criteria of a good textbook suggested by PusatPerbukuan (pusbuk) and whether they were relevant to curriculum 2013, and also to find out how those criteria were fulfilled or not by the supplementary English textbooks entitled *Pathway to English* and in what way the textbooks were relevant to curriculum 2013.

REVIEW OF RELATED LITERATURE

Definitions of Textbooks

In EFL context the term course book and textbook are often used interchangeably. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. (Richards 2002) stated that textbooks are used in different ways in language programs. The example is a writing textbook, it might arrange model compositions and a list of topics for students to write about, a grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice, a speaking textbook might provide passages for students to read and discuss, a listening textbook together with audio cassettes or CDs might serve as the primary listening input in a listening course. The first factor development of commercial textbooks: based on Byrd and Werner (1995) in Richards (2001: 257) is the one representing the interests of the author. The author is generally concerned to produce a text that teachers find creative, innovative, and relevant to their learners' need. The author is expecting that the book will be successful and make a financial profit because a large investment of the author's personal time and effort is involved. The second factor based on Byrd and Werner (1995) in Richards (2001: 257) is the one representing the publisher's interests. Financial success is the primarily motivated of publisher. However, publishers generally recognize that a book must have qualities of excellence in order to achieve a profit, which will distinguish it from its competitors.

Textbook Evaluation Criteria by Cunnings worth

In evaluating textbooks, Cunnings worth (1995) in Richards (2001) lists eight criteria. The criteria suggested include: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6) Methodology, 7) Teachers' books, and 8) Political considerations.

The criteria of aims and approaches seek to answer the questions on whether the aims of the textbook correspond closely with the aims of the teaching program and with the needs of the learners. The criteria of design and organization seek to answer the questions on what components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes). The criterion of language content seeks to answer the questions on whether the textbook covers the main grammar items appropriate. The criterion of skills seeks to answer the questions on whether all four skills are adequately covered. The criterion of topic seeks to answer the questions of whether there is sufficient material of genuine interest to learners. The criterion of methodology seeks to answer the questions of what approach/approaches to language learning are taken by the textbook. The criterion of teachers' book seeks to answer the questions of whether there is adequate guidance for the teachers who will be using the course book and its supporting materials. The criterion of political considerations seeks to answer the questions of what the whole package costs and whether this represents good value for money.

Textbook Evaluation Criteria by Nation and MacAlister

Supporting Cunningsworth, (Macalister 2010) also suggest a list of features to choose from when evaluating a textbook. It covers: 1) Goals, content, and sequencing, 2) Format and presentation, and 3) Monitoring and assessment.

The criteria of goals, content, and sequencing comprise the following statements: 1) The ideas in the course should help learning in the classroom, 2) The ideas in the course should suit the age of the learners and should interest them, 3) The content should take account of what learners expect to see in an English course, 4) The sequencing of the content should allow for some learners being absent from some classes, 5) The language in the course should be able to be modeled and comprehended by the teacher, 6) The number of lessons in the course should suit the school term or year, 7) The ideas in the course should increase the acceptability and usefulness of the course outside the classroom, 8) The content should suit the proficiency level of the learners, 9) The content should take account of what learners want, and 10) The content should be what learners need.

The criteria of format and presentation comprise the following statements: 1) The layout of the content should attract the learners, 2) The learners should have the

skills to do the activities, 3) The activities could be used for self-study, 4) The activities should take account of whether the learners share the same first language, 5) The activities should be suitable for a range of levels of proficiency in a class, 6) The activities should suit the size of class, 7) The activities should fit the learning styles of the learners, 8) The activities should be able to be presented and managed by the teacher (e.g. the teacher should be able to organize group work), 9) The course book should be easy to carry, 10) The material in the course or the course book should not be too expensive, 11) The amount of material in a lesson should suit the length of a class, 12) The activities should suit the physical features of the classroom (e.g., move desks for group work; sound proof for oral work), 13) The learners should be able to successfully complete the activities, 14) The activities should take account of what the learners expect to do in a language learning course, and 15) The kinds of activities should be useful to the learners in their future use or future learning of the language (e.g. knowing how to rank; knowing how to negotiate).

The criteria of monitoring and assessment comprise this statement: The course should show the learners that they are learning to do what they want to do.

Textbook Evaluation Criteria by Ur

Cambridge University Press (1996) in (Ur 2009) also suggests several criteria in evaluating a textbook. Those criteria are: 1) Objective explicitly laid out in an introduction and implemented in the material, 2) Approach educationally and socially acceptable to target community, 3) Clear effective layout 4) Appropriate visual materials available, 5) Interesting topics and tasks, 6) Varied topics and tasks, 7) Clear instructions, 8) Fluency practice in all four skills, 9) Content clearly organized and graded (sequenced by difficulty), 9) Periodic review and test sections, 10) Plenty of authentic language, 11) Good pronunciation explanation and practice, 12) Good vocabulary explanation and practice, 13) Good grammar presentation and practice, 14) Systematic coverage of syllabus, 15) Encourages learners to develop own learning strategies and to become independent in their learning, 16) Adequate guidance, 17) Audio cassettes, 18) Readily available locally.

Textbook Evaluation Criteria by PusatPerbukuan (*Pusbuk*)

There are two instruments to evaluate English textbooks published in Indonesia by (Pusbuk 2007). These two instruments are actually based on KTSP (School-based

Curriculum). However, with some modifications, it can also be applied to evaluate 2013 Curriculum-based English textbooks, since both curricula apply genre-based approach. The first instrument consisted of one point: 1) content appropriateness. The second instrument consists of two points: 1) language appropriateness and 2) presentation appropriateness.

The first instrument meant to evaluate appropriateness of the content. It evaluates 1) the appropriateness of material explanation with competency standard and basic competence, 2) material accuracy, and 3) supplementary materials. An evaluator will evaluate the material completeness, when evaluating the appropriateness of material explanation with competency standard and basic competence.

The meaning of material completeness is a unit of a book must have three kinds of texts; there are short and simple interpersonal texts, transactional texts, and functional texts. Short interpersonal texts are related to learners' daily life which are meant to give learners opportunities to interact with their closest environment, such as expressions for introduction, greeting and leave-taking, accepting or rejecting invitations, cancelling appointments, and so forth. Transactional texts give learners opportunities to take and give things, service, information, and opinions related to learners' daily life and other subject matters, both oral and written, such as giving instructions, asking for and giving opinions and advice, warning, and so forth.

The material depth focuses on 1) Exposure, 2) Retention on the rules of text production, and 3) Actual production. Exposure means in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily. Retention on the rules of text production means in learning every type of a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, that are social functions, generic structure, and linguistic features. Actual production means in learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular type of text, by also considering the other two elements (generic structure and linguistic features).

An evaluator will evaluate the texts' social functions, generic structure, and linguistic features when evaluating material accuracy. Related to social functions, all

the texts given in a textbook or the ones explored and produced by learners must achieve the social functions which are relevant to learners' daily life. The transactional texts must help learners to fulfill their life needs (to get things done), such as asking for and giving service, things, opinions, and facts which are related to learners' daily life and other subject matters both oral and written in transactional communication. Learners must be able to represent the social functions of short functional texts and monologues in functional communication.

Related to generic structure, the texts given in a textbook or the one explored by learners are directed to the development of learners' systematic thinking skill and chronological. These elements should at least cover interactive activities consisting of the initiative to communicate and the responses in the form of request and giving information, goods, or service in interpersonal and transactional texts. Short functional texts and monologues should at least cover the elements of meaning which lies in each of the following short functional texts and monologue types.

Regarding to life skill development, texts and communicative actions must motivate learners to do several things to develop their life skills, such as: 1) personal skill, 2) social skills; 3) academic skill; 4) vocational skill. Regarding to development of insight on diversity, texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity, such as: 1) appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents; 2) awareness towards the local potential and equity in order to promote local and national potential and equity. 3) Appreciation towards democratic values which are relevant to the local socio-cultural context; and 4) comprehension towards nationality insight to promote self-belonging to the motherland, nation, and country.

The second instrument is meant to evaluate language appropriateness and delivery appropriateness. Language appropriateness has three sub-components which are: 1) the relevance of the language towards learners' development, 2) communicativeness, and 3) the coherence and unity of ideas.

Presentation appropriateness must cover three components: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage. Presentation technique discusses systematization and inter-units balance. Regarding

to systematization, the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. Teaching and learning technique of each unit must reflect 1) learner centeredness, 2) development of learners' initiative, creativity, and critical thinking, 3) development of autonomous learning, and 4) development reflection and self-evaluation ability.

All the textbook evaluation criteria mentioned above, the researcher found the one issued by (Pusbuk 2007) is the most comprehensive, relevant and applicable for this research, because in Indonesian context the criteria were especially set and applied for evaluating English textbooks. Besides, the criteria makers had surely considered the curriculum. Despite compared to the other criteria the fact that the textbook evaluation criteria issued by *Pusbuk* were the most comprehensive and applicable ones; they were still not relevant to 2013 Curriculum in terms of content aspect, language aspect, and presentation aspect. In the content aspect, it did not say anything about presentational texts and activities, character buildings, and material organization. Presentational texts and character building were actually part of 2013 Curriculum. Therefore, they should be added to the evaluation criteria. In the language aspect, it did not cover the language content covering comprehensive explanation and practice of grammar, vocabulary, and pronunciation. These would be added to the criteria too. In the presentation aspect, particularly in the teaching and learning technique, the scientific approach as the core of 2013 Curriculum was absent. Thus, this approach would be added in the presentation aspect.

RESEARCH METHOD

Research Design

This research was classified as content analysis or document analysis. It was one of the types of descriptive qualitative research (Ary, Jacobs, and Sorensen, 2010: 29) It focused on analyzing documents, which were English textbooks. By focusing on the total textbook design It ought to understand the strengths and weaknesses of English textbooks. The aim of this descriptive qualitative research was to gain a holistic picture and depth of understanding of the strengths and weaknesses of two English textbooks (Ary 2010).

This textbook evaluation attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by (Pusbuk 2007) and some ELT experts and whether they were relevant to 2013 Curriculum. Besides, it also attempted to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum. In other words, it attempted to evaluate and to figure out the appropriateness of the textbooks for their grade.

Research Subject

The population in this research was supplementary English textbook for Senior High School based on 2013 Curriculum. The sample of this research was supplementary English textbook dedicated for Senior High School with the title *Pathway to English* Grade X,XI,XII general Program, written by Theresia Sundarwati and Eudia grace published by Erlangga Publisher. The sample provided the adequate information needed in this research because it was claimed that the supplementary textbooks developed by referring to the 2013 Curriculum.

Research Instruments

The researcher arranged some procedural steps in an orderly way which consisted of preparing the study, analyzing the textbooks, and writing down the report in conducting this study, (Ary, Jacobs, and Razavieh, 2002: 443). The first to be investigated in this textbook evaluation the researcher specifying the phenomenon, the phenomenon investigated was whether particular English textbooks met the criteria of good textbooks and 2013 Curriculum. The criteria of good textbooks were formulated by *PusatPerbukuan*, ELT experts, and the researcher's modification.

The second is formulating exhaustive and mutually exclusive coding categories; the researcher first decided the framework of textbook evaluation by referring to criteria for English textbook evaluation issued by *Pusbukin* 2007. Next, some modification were made by referring to the textbook evaluation criteria formulated by (Cunningsworth 1995) in (Richards 2002), (Macalister 2010) and (Ur 2009) to cover the lacks in the criteria formulated by *Pusbukand* to suit 2013 Curriculum. Those modified criteria were elaborated into a series of belief statements to make it easier for evaluation. Next, the criteria and belief statements were applied

for evaluating the three textbooks accompanied by a simple tick and cross system as judgments. Finally, some qualitative descriptions were added to clarify the judgments.

The third is deciding on the evaluation subject the subjects chosen for textbook evaluation were three English textbooks which were currently published and used locally or nationally. Based on the researcher investigation the textbooks used by most of Senior High Schools in Malang were chosen. The supplementary English textbooks entitled *Pathway to English for Senior high School* for Grade X,XI,XII. Those three books were written by Sudarwati and Eudia Grace and were published by Erlangga.

The forth is applying the coding categories that had been developed in this stage, the coding categories in the form of criteria and belief statements were applied for evaluating the textbooks and accompanied by a simple tick and cross system as judgments.

The fifth is analyzing the textbook the checklist was used in analyzing the textbooks. The checklist consisted of three aspects with seven sub aspects for textbook evaluation. Those aspects then were broken down into some sub aspects. The sub aspects were divided into some areas. Finally, the areas were elaborated into some items which became the criteria for evaluating the English textbooks. The items were elaborated further into some belief statements to make it easier for evaluation.

The sixth is interpreting the findings and stating conclusions the interpretations and explanations were in narrative form (Ary. et.al, 2010: 32). The criterion which was met by the textbook was given a tick and was valued 1 point, while a criterion which was not met was given a cross and was valued 0 point. In the checklist, only the column was ticked or crossed. The criteria which were met and the ones which were not were calculated in the form of percentage. The percentage was gained from the total of criteria points which were not met in a textbook for each sub aspect divided by the total of criteria points in each sub aspect. Further descriptions were done afterwards. The last is writing down the report after doing some procedural steps above in an orderly way, the last step namely writing down the report was

conducted. This report explained each part and procedure of the study and the findings in detail.

The human instrument used in this research. Therefore, the researcher was the primary instrument (Janesick , 1994 in Ary et. al.,2002: 426). Since understanding was the goal of this research, the human instrument, which was able to be immediately responsive and adaptive, was the ideal means of collecting and analyzing data (Meriam 2009).

Data Collection Procedure

The three supplementary English textbooks were analyzed. They were written based on 2013 curriculum. Concerning that content analysis focuses on analyzing and interpreting recorded material which might be in the form of public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Ary. Et. al., 2010: 29), this research analyzed the textbooks in terms of content, language, and presentation. Apart from the researcher as the primary instrument, the textbooks as the documents to analyze were the second instrument. The documents used in this research were a primary source, for the researcher analyzed the textbooks directly.

In this research, the researcher-generated documents for the subject by providing tables of checklist to observe and evaluate the book in some areas were prepared (Ary et. al, 2010: 442). The areas and belief statements in the checklist were based on the textbook evaluation criteria issued by *Pusbukin*2007. It was actually still based on KTSP Curriculum. Therefore some modification to the aspects of content, language, and presentation was made to suit 2013 Curriculum. The modification in presentation aspect was done by adding some criteria which represent scientific approach as the core of 2013 Curriculum. The lacks in language and content aspect were overcome by adding some criteria from the EFL experts such as (Ur 2009), Cunnings worth in Richards (2001) and (Macalister 2010).

There were three aspects of the textbooks to be evaluated in this research, namely content aspect, language aspect, and presentation aspect. The complete checklists for evaluating the textbooks were attached in the appendices.

This research used document analysis or content analysis method to describe the evaluation of the textbooks (Jane sick, 1994 in Ary et. al, 2002). The checklists were used to gather the data and to gain information (Ary et. al,2010: 442).. The

checklists were adapted from four sources: (Cunningsworth 1995), (Macalister 2010), (Ur 2009), and (Pusbuk 2007).

Data Analysis

From these four resources, the checklists of aspects were combined for evaluating textbooks. This checklist contained three aspects of evaluation. Those aspects were content, language, and presentation. These three aspects were divided into several sub aspects. This checklist contained five columns. The first column was for the areas of evaluation. There were 7 sub aspects in evaluating the textbooks with some areas of evaluation in each of them. They were: (1) The Relevance of Materials to the Curriculum the relevance of materials to the curriculum was related to three areas, namely material completeness, material depth, and material organization, (2) Material Accuracy Material accuracy included three areas, namely social functions, generic structure, and linguistic features. (3) Supporting Learning Materials Supporting criterion evaluated three areas. They were the up-to-date nature of the material, life skill development, and development of insight on diversity, (4) Language Appropriateness, This sub aspect attempted to evaluate three areas namely the relevance of language towards learners' development, communicativeness, the coherence of unity and ideas, and language content. (5) Presentation Technique, This sub aspect attempted to evaluate two areas namely the systematization of the textbooks and the balance among units, (6) Teaching and Learning Technique, Teaching and learning technique dealt with six areas. They were learner-centeredness, development of learners' initiative, creativity, and critical thinking, development of autonomous learning, development of reflection and self-evaluation ability, genre-based approach, and scientific approach. (7) Presentation Coverage, Presentation coverage included three areas which were opening, content, and closing.

The second column was for numbers. The third column was for belief statements as items for book evaluation criteria. The fourth and fifth were towards criteria of whether or not the belief statements were met in the textbooks. Criterion which was met was valued 1 point, while a criterion which was not met was valued 0 point. In the checklist, only the column was ticked. Further calculation and further description were done afterwards. The specific calculation of the data in reckoning the presence and the absence of the criteria used this formulation:

$$\text{Percentage} = \frac{\Sigma X}{N} \times 100\%$$

ΣX = the total of criteria points which were met in a workbook for each sub aspect.

N = the total of criteria points in each sub aspect. The sum of the points was considered as 100% and this condition was used to decide the result of data analysis:

80%-100%	GOOD
60%-79%	FAIR
50%-59%	SUFFICIENT
Bellow 50%	POOR

(Pusbuk 2007)

The calculation was not only given for each sub aspect, but the overall calculation was also given based on each textbook. The condition was the same and the formulation was just similar. The total criteria points which were met in a textbook for all sub aspects were symbolized as ΣX . N was the total of criteria points in all sub aspects.

Trustworthiness

The thesis supervisor was appointed as the reviewer for the research. The raw data and the researcher's interpretation and description were provided for the reviewer. He identified problems in the interpretation and stressed the need for additional data. Besides, she also recommended some revision on some parts of the research method and some parts of the whole research report to the researcher. In other words, the researcher and the supervisor as the reviewer collaborated to achieve the maximum result of the textbook evaluation. They also discussed the result of the research together. The input given by the supervisor was also used as an expert judgment. Thus, the result of the research can be valued as credible. To ensure the dependability of the research, audit trails were used (Ary. et. al, 2002: 455). The auditor chosen by the researcher in this study was the thesis supervisor. The data were kept well organized in retrievable form. Information on the textbooks evaluation, the evaluation process, descriptions and interpretations, methods of data gathering, and other descriptive material that can be retrieved by other people were provided. The auditor examined the data and considered the findings, conclusions, and interpretations. After that, he proved whether they were supported by the data.

RESEARCH FINDINGS

The research findings of this research were typically related to the research problems. They were Do the supplementary English textbooks entitled *Pathway to English* meet the criteria of good textbook suggested by PusatPerbukuan (pusbuk) and were they relevant to 2013 curriculum and how are those criteria fulfilled by supplementary English textbooks entitled *Pathway to English* and in what way were they relevant to Curriculum 2013 requirements. Table 4.10 explained the summary of textbook result.

Finding of the textbooks Evaluation

Table 1 Evaluation Summary Table

Aspects of Evaluation	Sub Aspect of Evaluation		Fulfillment		
			TX1	TX2	TX3
Content	1	Relevance of materials to the curriculum	75%	83%	67%
	2	Materials accuracy	100%	100%	100%
	3	Supporting Learning Materials	80%	70%	90%
Language	4	Language appropriateness	75%	75%	75%
Presentation	5	Presentation Technique	100%	100%	100%
	6	Teaching and Learning Technique	100%	100%	100%
	7	Presentation Coverage	70%	70%	70%
Average			85%	85%	86%
Criteria			Good	Good	Good

The table presented above is the summary of textbooks result and In order to answer research question, Do the supplementary English textbooks entitled *Pathway to English* meet the criteria of good textbook suggested by PusatPerbukuan (pusbuk) and were they relevant to 2013 curriculum. Textbooks *Pathway to English* were considered as good textbooks because the achievement for grade X and XI was 85% and grade XII was 86%. Next the analysis showed that *Pathway to English* fulfilled most of the textbook evaluation criteria. *Pathway to English* fulfilled most of the criteria in the sub aspects the relevance of the materials towards the curriculum, material accuracy, supporting learning materials, presentation technique, and teaching and learning technique. However, it is lacking in fulfilling the criteria of the sub aspects language appropriateness and presentation coverage.

DISCUSSION

In order to evaluate those textbooks seven checklists were used, there are the relevance of materials towards the curriculum, material accuracy supporting learning material, language appropriateness, presentation technique, teaching and learning technique, and presentation coverage.

1. The relevance of materials to curriculum

In the sub aspect: the relevance of material to the curriculum, Textbook 1 had got 75%, and met about nine of twelve criteria. Textbook 2 had got 83% and met about ten of twelve criteria. Text book 3 had got 67% and met about eight of twelve criteria. Those three textbooks indicated that it was fair in this sub aspect. The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

Description of the sub aspect: Relevance of materials to the curriculum

a. Comprehension and production of interpersonal texts

Textbook 1 had seven units. There were seven lessons about interpersonal texts both oral and written. They were greetings and leave takings and expressing feelings (such as happiness, boredom, and disappointment) in Unit 1, asking for and showing attention and expressing sympathy in Unit 2, expressing gratitude in Unit 4, giving compliments in Unit 5, and expressions of congratulations in Unit 6. Some units in Textbook 1 have fulfilled the criterion of interpersonal communication and some others did not. Units 1 and 5 have fulfilled the criterion of giving learners opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follows.

The lessons on greetings and leave-takings (page 5-9) in Unit 1 have fulfilled the first criterion in this sub aspect. They have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about greetings and leave-takings, learners were introduced to

lists of expressions on formal greeting, informal greeting, initial greetings, responding to initial greetings, pre-closing, and closing/leave taking. After that, they were instructed to listen to two conversations on greetings and leave-takings. They were also instructed to fill in the blanks within the conversations. Next, they were to answer some comprehension questions about the content of the conversations. This was the evidence that this lesson gave them opportunities to comprehend the expressions and the conversation content.

The lesson on giving and responding to compliments (page 129-132) in Unit 5 have also fulfilled the first criterion in this sub aspect. It started with a listening activity of a conversation on giving compliments. While listening to the conversation, learners were asked to fill in the blanks. It was followed by lists of expressions on giving compliments and responding to compliments. This was the evidence that this lesson facilitated learners to comprehend various expressions of compliments before the speaking production.

Textbook 1 also had few weaknesses in fulfilling this criterion of interpersonal communication such as the lack of speaking activities in Unit 2, 4, and 6, the lack of conversation models in various contexts in Unit 2. The lack of speaking activities would limit learners' opportunities to produce oral expressions in fulfilling interpersonal communicative functions. Meanwhile, the lack of conversation models in various contexts would hinder learners' comprehensions towards the target expression. These lacks were elaborated further as follows.

In conclusion, Textbook 1 has not completely fulfilled the first criterion in the sub aspect Relevance of the Materials to the Curriculum. This was because four units, namely Unit 2, 4, and 6 did not meet the criterion of comprehension and production of interpersonal communication and only two units, namely Unit 1 and 5 met the criterion. In short, Textbook 1 did not meet this criterion.

Textbook 2 had 9 units. They were four lessons about interpersonal texts both oral and written. They were recommendation in unit 1, asking and giving opinion in unit 2, argumentation in unit 4, asking for information in unit 8. Unit 1, 2, 4 and 8 have fulfilled the criteria of giving learners opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follow;

The lessons recommendation (page 11-15) in Unit 1 has fulfilled the first criterion in this sub aspect. They have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about recommendation, learners were introduced to lists of expressions of recommendation or offer, after that, they were instructed to give recommendation based on the pictures given. Next, they were to answer some comprehension questions based on the text given. This was the evidence that this lesson gave them opportunities to comprehend the expressions and the conversation content.

For speaking activities, learners were asked to give responses to some expressions on recommendation. They were also given a particular picture and discuss with friends or teacher which they have to practice the expressions recommendation or suggestions, e.g. Have you ever made a recommendation or a suggestions, when did it happen, why do you think you should do it and so forth. This was the evidence that this lesson gave learners opportunities to produce oral expressions in fulfilling interpersonal communicative functions.

Textbook 2 also had few weaknesses in fulfilling this criterion of interpersonal communication such as the lack of speaking activities in Unit 3, 6, and 9, the lack of conversation models in various contexts in Unit 2. The lack of speaking activities would limit learners' opportunities to produce oral expressions in fulfilling interpersonal communicative functions. Meanwhile, the lack of conversation models in various contexts would hinder learners' comprehensions towards the target expression. These lacks were elaborated further as follows.

The lesson on inviting (page 42-44) in Unit 3 is lack of conversation models in various contexts in which the expressions were used. There was only one conversation on expressing invitation, meanwhile there were expressions inviting and confirming of various contexts given in the list of expressions. These limited examples of conversation would hinder learners' comprehension on different uses of condolences expression in different contexts. There should have been more than one example of conversation on the use of condolences expressions of various contexts before learners were asked to perform orally.

In conclusion, Textbook 2 has not completely fulfilled the first criterion in the sub aspect Relevance of the Materials to the Curriculum. This was because four units, namely Unit 3, 6, and 9 did not meet the criterion of comprehension and production of interpersonal communication and only two units, namely Unit 1 and 5 met the criterion. In short, Textbook 1 did not meet this criterion.

Textbook 3 had 10 units. They were seven lessons about interpersonal texts both oral and written. They were cause and effect in unit 1, preposition phrase 2, giving information in unit 3, conditional sentence in unit 4 and 5, conjunction in unit 6, although and even though in unit 8, and review movie in unit 9. Units 7 and 10 have fulfilled the criteria of giving learners opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follow;

The lessons I'm on top of the world (page 21-25) in Unit 2 have fulfilled the first criterion in this sub aspect. They have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about preposition, learners were introduced to lists of preposition phrase; they were instructed to complete the text with the preposition phrase. Next, they were to answer some comprehension questions and chose weather used prepositional phrase as adjective or adverb. This was the evidence that this lesson gave them opportunities to comprehend the expressions and the conversation content.

For speaking activities, learners were asked to make a role play about map using the prepositional phrase. This was the evidence that this lesson gave learners opportunities to produce oral expressions in fulfilling interpersonal communicative functions.

Textbook 3 also had few weaknesses in fulfilling this criterion of interpersonal communication such as the lack of speaking activities in Unit 7, and 10, the lack of conversation models in various contexts. The lack of speaking activities would limit learners' opportunities to produce oral expressions in fulfilling interpersonal communicative functions. Meanwhile, the lack of conversation models in various contexts would hinder learners' comprehensions towards the target expression. These lacks were elaborated further as follows.

The lesson on pros and cons (page 103-105) in Unit 7 is lack of conversation models in various contexts in which the expressions were used. There were only two conversations on expressing pros and cons, meanwhile there were expressions debating of various contexts given in the list of expressions. There should have been more than one example of conversation on the use of condolences expressions of various contexts before learners were asked to perform orally.

In conclusion, Textbook 3 has not completely fulfilled the first criterion in the sub aspect Relevance of the Materials to the Curriculum. This was because four units, namely Unit 3, 6, and 9 did not meet the criterion of comprehension and production of interpersonal communication and only two units, namely Unit 7 and 10 met the criterion. In short, Textbook 3 did not meet this criterion.

2. Material accuracy

In the sub aspect: Material accuracy, Textbook 1,2 and 3 had got 100%,and met about seven criteria. Those three textbooks indicated that it was fair in this sub aspect.

Description of the sub aspect: Material accuracy

a. Maintaining Interpersonal Relation with People through Interpersonal Texts

The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not. In Textbook 1, the interpersonal texts have helped learners to maintain their interpersonal relation with people. This was because all the seven lessons on interpersonal texts have considered politeness aspects. This can be seen when each lesson was provided with various expressions and various conversations according to their level of formality ranging from formal to informal. This level of formality was also influenced by the relationship among the speakers and the venue of the conversation. It indicated that the lessons have considered the context where the conversation took place (field) and the relationship among the speakers (tenor).

Lesson on greetings and leave-takings in Unit 1 for example, there were two examples of conversations taking place at different occasions. One took place at the cafeteria of which interlocutors were close friends and the other one took place in a banquet room of which interlocutors were strangers (Page 6). Each conversation used

different expressions of greetings according to their level of formality, field, and tenor. Lists of expressions on formal and informal greetings were also given as a guideline for the conversation practice.

In Textbook 2, all the lessons on interpersonal texts have considered politeness aspects. This can be seen when each lesson was provided with various expressions and various conversations according to their level of formality ranging from formal to informal. This level of formality was also influenced by the relationship among the speakers and the venue of the conversation. It indicated that the lessons have considered the context where the conversation took place (field) and the relationship among the speakers (tenor).

Lesson on giving information in Unit 2, for example, there were two examples of conversations taking place at different occasions. One took place at the TV Show of which interlocutors were different background and the other one took place as a moderator of which interlocutors were strangers (Page 28). Each conversation used different expressions of greetings according to their level of formality, field, and tenor. Lists of expressions on formal and informal greetings were also given as a guideline for the conversation practice.

In Textbook 3, some lessons on interpersonal texts have considered politeness aspects. This can be seen when each lesson was provided with various expressions and various conversations according to their level of formality ranging from formal to informal. This level of formality was also influenced by the relationship among the speakers and the venue of the conversation. It indicated that the lessons have considered the context where the conversation took place (field) and the relationship among the speakers (tenor).

Lesson on conditional sentence type 3 in Unit 5 for example, there were two examples of conversations taking place at different occasions. One took place at the grocery of which interlocutors were close friends and the other one took place in a banquet room of which interlocutors were strangers (Page 74). Each conversation used different expressions of conditional sentence. Lists of expressions on conditional sentence also given as a guideline for the conversation practice.

3. Supporting Learning Materials

In the sub aspect: the relevance of material to the curriculum, Textbook 1 had got 80%, and met about eight of ten criteria. Textbook 2 had got 70% and met about seven of ten criteria. Textbook 3 had got 90% and met about nine of ten criteria. Those three textbooks indicated that it was fair in this sub aspect. The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

Description of the sub aspect: Supporting Learning Materials

a. Up-to-date References

Some model texts in Textbook 1 were not taken from the up-to-date references. For example, some biographical recounts in Unit 1 were about an actor and athlete who were no longer popular in the present days and who teenagers were not familiar with (Page 20). There was also a biography of a musician which was adapted from The Jakarta Post on September 17, 2004 and a newspaper excerpt on condolence which were taken from The Jakarta Post on September 10, 2006, which was nine and seven years ago (Page 12). In Unit 5, there was a model text about a successful Chinese chef which was adapted from The Jakarta Post 2006 (Page 126). All these model texts need to be replaced with newer texts of the same type.

Some model texts in Textbook 2 also were not taken from the up-to-date references. For example, in Unit 4 were about a disaster from the Jakarta post and published in 2010 (Page 143) which was nine. Some references in Textbook 3 also were not taken from the up-to-date references. For example, in Unit 10 were about a movie review and the movie taken from November 11 1992.

4. Sub Aspect: Language Appropriateness

In the sub aspect: language appropriateness, Textbook 1, 2 and 3 had got 75%, and met about six of eight criteria. Those three textbooks indicated that it was fair in this sub aspect. The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

Description of the sub aspect: Language Appropriateness

a. Facilitating Difficulty and Language Unfamiliarity

Textbook 1 has facilitated learners' difficulty and language unfamiliarity explicitly. Learners' difficulty was facilitated through some examples given when

learners were asked to do production tasks. For example, in Unit 2, when learners were asked to write their past experiences in a diary, examples of a diary written by a schoolgirl named Anindya were given (Page 15). In the same unit, when learners were asked to tell a story about what they did in the weekend or holiday in a postcard, an example of a postcard about someone's holiday in Flores was given (Page 17). In addition, in Unit 6, when learners were asked to write a short description about Paris, brief information about Paris was given to facilitate learners' difficulty (Page 169). The language unfamiliarity was facilitated through grammar and vocabulary explanation, grammar and vocabulary exercises, and phonetic transcriptions of certain words to guide students to pronounce vocabulary correctly. The textbook did not contain a lot of scientific terminologies and the themes were of learners' interest, so most of the vocabulary in the book was in learners' proficiency levels to understand.

Textbook 2 has also facilitated learners' difficulty and language unfamiliarity explicitly, some examples given when learners were asked to do production tasks. For example, in Unit 1, when learners were asked to write about recommendation and how to respond, examples of expressing recommendation given before the learners' do individually (Page 13).

In Textbook 3 has facilitated learners' difficulty and language unfamiliarity explicitly as well. Learners' difficulty was facilitated through some examples given when learners were asked to do production tasks. For example, in Unit 2, when learners were asked to write description about the picture given, the learners facilitate with the example how to use proper preposition (page 21). An example of a postcard about someone's holiday in Flores was given (Page 17). In addition, in Unit 4, when learners were asked to write a short description about banana and mango, some example how to describe things was given to facilitate learners' difficulty (Page 53). The language unfamiliarity was facilitated through grammar and vocabulary explanation, grammar and vocabulary exercises, and phonetic transcriptions of certain words to guide students to pronounce vocabulary correctly. The textbook did not contain a lot of scientific terminologies and the themes were of learners' interest, so most of the vocabulary in the book was in learners' proficiency levels to understand.

5. Sub Aspect: Presentation Technique

In the sub aspect: Presentation Technique, Textbook 1, 2 and 3 had got 100%, and met about all criteria. Those three textbooks indicated that it was fair in this sub aspect. The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

Description of the sub aspect: Presentation Technique

a. Introduction, content, closing

The presentation of Textbook 1,2 and 3 consisted of introduction, content, and closing. The introduction covered preface and table of content. The content covered learning load, reference, summary, and reflection. The closing covered bibliography.

6. Sub Aspect: Teaching and learning Technique

In the sub aspect: Teaching and learning Technique, Textbook 1, 2 and 3 had got 100% and met all criteria. Those three textbooks indicated that it was fair in this sub aspect. The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

Description of the sub aspect: Teaching and learning Technique

a. Usefulness of activities for future use

The activities in Textbook 1 were useful for learners in their future use. There were a lot of conversational activities for lessons on interpersonal and transactional texts which enabled learners for interaction with the global world, such as greetings and leave-takings, asking for and showing attention, inviting someone, expressing sympathy, arranging time and place to meet someone, offering meals, and so forth. Before doing the conversational activities, the detailed explanation on the expressions and the grammar needed for performing the activities was given. Some guided exercises were also provided to prepare the learners to do the conversation. Some activities oriented on comprehending and producing certain text types was also useful for learners' future because learners would be able to access information in English, which was the core orientation of the course.

The activities in Textbook 2 were useful for learners in their future use. There were a lot of conversational activities for lessons on interpersonal and transactional texts which enabled learners for interaction with the global world, such as asking

recommendation, giving opinion, inviting someone, describe things, giving information, cause and effect and so forth. Before doing the conversational activities, the detailed explanation on the expressions and the grammar needed for performing the activities was given. Some guided exercises were also provided to prepare the learners to do the conversation. Some activities oriented on comprehending and producing certain text types was also useful for learners' future because learners would be able to access information in English, which was the core orientation of the course.

The activities in Textbook 3 were useful for learners in their future use. There were also a lot of conversational activities for lessons on interpersonal and transactional texts which enabled learners for interaction with the global world, such as cause and effect, describe someone, giving information, expressing regret, pros and cons and so forth. Before doing the conversational activities, the detailed explanation on the expressions and the grammar needed for performing the activities was given. Some guided exercises were also provided to prepare the learners to do the conversation. Some activities oriented on comprehending and producing certain text types was also useful for learners' future because learners would be able to access information in English, which was the core orientation of the course.

7. Sub Aspect: Presentation Coverage

In the sub aspect: Teaching and learning Technique, Textbook 1, 2 and 3 had got 70% and met all criteria. Those three textbooks indicated that it was fair in this sub aspect. The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

Description of the sub aspect: Presentation Coverage

a. Sub-aspect table of content

Textbook 1, 2 and 3 had table of content which was a list of information which facilitates learners to find units, sub units, and topics. For example In textbook 1, the table of content consisted of the information of page numbers of preface, what's so special about look ahead, Unit 1: Tell Me What Happened, Unit 2: Telling Stories (I), Unit 3: Following Instructions, Unit 4: Telling Stories (II), Unit 5: What does it look like?, Unit 6: What a Beautiful Place!, Unit 7: Breaking News, and

Bibliography. In textbook 2, the table of content consisted of the information of page numbers of preface, what's so special about look ahead, Unit 1: You should keep your environment clean, Unit 2: I think so, too (I), Unit 3: We cordially invite you, Unit 4: Why is it a good habit (II), Unit 5: It's made of glass, Unit 6: Dear beloved mother, Unit 7: Because of you, Unit 8 How does it occur?, Unit 8 I'd like to teach the world to sing and Bibliography. In textbook 3, the table of content consisted of the information of page numbers of preface, Is he such a hard-working animator, Unit 1: I'm on Top of the world, Unit 2: What is corruption (I), Unit 3: If I had wings like a bird , I would fly fast, Unit 4: If only he had no cheated (II), Unit 5: In contrast to the good side, Unit 6: Pros and cons, Unit 7: Although It is difficult, it is possible, Unit 8 Overall, It's an Excellent movie Unit 9, Sing for the world, Unit 10 and Bibliography.

CONCLUSIONS AND RECOMENDATION

CONCLUSIONS

In general, the analysis shows that *Pathway to English for Senior high School* for Grade X, XI, XII has achieved the standard of fair textbook. Textbooks *Pathway to English* was considered as good textbooks because the achievement for grade X and XI was 85% and grade XII was 86%. Next the analysis showed that *Pathway to English* fulfilled most of the textbook evaluation criteria. *Pathway to English* fulfilled most of the criteria in the sub aspects the relevance of the materials towards the curriculum, material accuracy, supporting learning materials, presentation technique, and teaching and learning technique. However, it is lacking in fulfilling the criteria of the sub aspects language appropriateness and presentation coverage.

In terms of content, *Pathway to English* is lacking in terms of interpersonal texts, relevance of number of lessons to the school year, relevant pictures, personal skills development, and promoting local potential and equity. It is lacking in terms of interpersonal texts because it has very few lessons on interpersonal texts and very few speaking activities which give learners opportunities to communicate interpersonally. In terms of relevance of the number of lesson to the school year, it is lacking because there are too many lessons in the book to be accomplished in a year. *Pathway to English* contains too many irrelevant pictures. There are many texts about

Indonesian contexts accompanied by pictures of foreigners. Thus, the pictures are not relevant to the texts' contexts. It is also lacking in developing learners' personal skills because there are very few sections which should enable learners to evaluate others. There is a self-reflection section in the end of each unit, but it is monotonous, lack of variation, and has no measurement on which areas to improve on the part of the learners. It is lacking in promoting local potential and equity because there are no topics about Indonesians' equity such as tourist attractions in Indonesia or Indonesian local products. On the other hand, it is relevant to 2013 Curriculum because it has presentational activities and texts and activities for character building.

In terms of language, *Pathway to English* had much more lacks. The language used within the instructions, explanations, or texts was very scientific and unfamiliar especially for the tenth graders and is not facilitated explicitly with glossary of unfamiliar words. Thus, it is not relevant to learners' cognitive development. The language is also not relevant to learners' socio-emotional development, because most of the topics are scientific ones and therefore too demanding for learners. *Pathway to English* is also lacking in terms of language content, because there is not enough explanation and practice for vocabulary comprehension. The lack of vocabulary lessons is a huge problem considering that this book has a lot of scientific and unfamiliar words. Really help learners to be autonomous because it has no special section in which learners can check their progress and to be responsible for their own learning process. In terms of scientific approach, it is lack of evaluation. This is because the book does not have a special section in which they can evaluate their friends' performance or compare their work with their friends'. In terms of presentation coverage, introduction, glossary, summary, index of subjects, and index of authors are absent.

RECOMMENDATION

Based on the result of this research, some recommendations which are helpful for those who are directly related to the textbooks such as teachers, textbook writers, and publishers are included in this chapter. There recommendations are as follow:

1. For teacher

Teachers who are currently using *Pathway to English* must overcome its lacks by doing some adaptations too. Teachers should re-adapt most of the model texts in

the textbook by making it shorter, changing some difficult words into the words familiar for learners, and adding glossary for each text or unit. Thus, learners' unfamiliarity of difficult words can be facilitated explicitly. Besides, teachers can guide learners to make a summary after each lesson. This will be helpful for them, since the textbook does not provide summary. Teachers can also provide peers assessment checklist, so that learners can assess and evaluate each other's lacks. More vocabulary lessons should also be added to make learners more familiar to the scientific terminologies in the textbook.

2. For textbook writers and publishers.

There are some criteria that should be met in designing a qualified textbook. Both writers and publishers must pay more attention to these criteria, especially in the writing and editing process, since not all the teachers can identify the lacks of the books and not all of them can adapt the books when they find them irrelevant to the learning contexts. Along with, they should pay more attention to the presentation coverage of the books. Glossary of difficult words, index of authors, index of subject, introduction with a map of the lesson should not be absent. This is because all of that component will lessen learners' confusion of the book content. The publishers should also involve teachers in textbook writing, since teachers are the parties who find out most about the learners' cognitive development and socio-emotional stage. Thus, the textbooks developed will suit learners' cognitive development and socio-emotional stage.

3. For policy makers

Based on the result of the research, the researcher would also like to give some recommendations to the policy maker which is *Pusat Perbukuan* (Pusbuk). Pusbuk should give explicit and distinct guidelines to the publishers regarding to the kind of textbooks expected to be developed based on 2013 Curriculum and do some monitoring to the process of textbooks development. Therefore, the publishers can minimize the lacks in textbook writing.

4. For further researchers

In English education department this research is about a content analysis of English textbooks for students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should

explore more aspects and give more valuable results, for example on how teachers solve the problems found within the textbooks or how far the problems may affect the teaching and learning process. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on 2013 Curriculum or modify the checklist to achieve more comprehensive results of textbooks evaluation.



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Appendices

Appendix A: English Textbooks Evaluation Criteria

1. Content Aspect

a. Sub Aspect: The Relevance of Materials to the Curriculum Checklist.

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X		Textbook Grade XI		Textbook Grade XII	
			0	1	0	1	0	1
Material completeness	1	Each unit of a book must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment	0		1		0	
	2	The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topic discussed.	1		1		1	
	3	Each unit of a book must contain functional texts and monologues from various genres which are explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subject matters.	1		1		1	
	4	There are presentational texts and presentational activities of scientific topics	0		1		0	
	5	There are activities for character building to enable learners apply their knowledge in their attitude	0		0		0	
Material depth	6	Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.	1		1		1	
	7	Retention: In learning every type of	1		1		1	

		text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text.			
	8	Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type	1	1	1
Material organization	9	There is systematic coverage of syllabus.	1	1	1
	10	The content is clearly organized and graded (sequenced by difficulty).	1	1	1
	11	The number of lessons in the course should suit the school term or year.	1	1	1
	12	The sequencing of content should allow for some learners being absent from some classes.	1	0	0
Total			9	10	8
Total Percentage			75%	83%	67%

b. Sub Aspect: The Material Accuracy Checklist

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X		Textbook Grade XI		Textbook Grade XII	
			0	1	0	1	0	1
Social functionsThe texts must achieve thesocial functionsrelevant tolearners' daily life	1	In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with People.	1		1		1	
	2	In transactional communication, each transactional text must help learners to fulfill their life Needs (to get things done).	1		1		1	
	3	In functional communication, each activity of exploring functional texts must enable learners to represent the social	1		1		1	

		<p>functions of short functional Texts and monologues.</p> <p><i>recount</i> functions to describe personal experience such as success stories, biography, unforgettable experience, and so on;</p> <p><i>narrative</i> functions to amuse audience and transform noble values;</p> <p><i>procedure</i> functions to give instructions to do something such as manuals and recipe;</p> <p><i>descriptive</i> functions to identify, distinguish, offer, compliment, or criticize things, people, or animals;</p> <p><i>news item</i> functions to tell readers, listeners, or audience about important events;</p> <p><i>report</i> functions to describe general truth on people/things/animals, including their types, definition, and general characteristics as mentioned in knowledge references such as texts, encyclopedia, and so on.</p>			
<p>Social functions</p> <p>The texts must achieve the social functions relevant to learners' daily life</p>		<p><i>Analytical exposition</i> contains thesis and analytical arguments.</p> <p><i>Spoof</i> functions to tell funny and strange events or experience with unpredicted ends (twist).</p> <p><i>Hortatory exposition</i> contains thesis, analytical argument, and recommendation.</p> <p><i>Explanation</i>: functions to explain a process or an activity which is related to natural phenomenon, science, sociocultural events, and so on.</p> <p><i>Discussion</i>: functions to propose an issue or problem from two perspectives proportionally to make a conclusion or Recommendation.</p> <p><i>Review</i>: functions to do critical analysis towards an event or an art work such as films, shows, books, and so forth.</p>	1	1	1
<p>Generic structure</p> <p>The texts must be directed to</p>	4	<p>In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must</p>	1	1	1

the development of learners' chronological and systematic thinking skills		at least cover interactive activities consisting of the initiative to communicate and to response in the form of requesting and giving information, goods, or services.			
	5	Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text and monologues. <i>Recount</i> must at least cover orientation and a series of event which are delivered chronologically; <i>Narrative</i> must at least cover orientation, complication, and solution; <i>Procedure</i> must at least cover the steps to do a certain job with or without mentioning the things needed explicitly; <i>Descriptive</i> must at least cover the elements contained in a person, thing, or animal along with its description, such as characteristics, attitudes, and actions which are considered important to tell to show its social functions;	1	1	1
Generic structure The texts must be directed to the development of learners' chronological and systematic thinking skills		<i>News items</i> must at least cover the core event, elaboration, and source of information; <i>Report</i> must at least cover the general characteristics of people, things, or animal (their character, attitude, and actions) with or without mentioning the general statement in the form of definition or clarification explicitly; <i>Analytical exposition</i> must at least cover opinions or assumption of the speaker/writer and the supporting analytical argumentation; <i>Spoof</i> must at least cover orientation, events, and twist; and so forth. <i>Hortatory exposition</i> must at least contain the writer's opinions/assumption, supporting analytical	1	1	1

		argument, and recommendation. <i>Explanation</i> covers at least general description, process explanation, and closing. <i>Discussion</i> covers at least the issue being discussed, two different perspectives, and conclusion. <i>Review</i> covers at least orientation, evaluation, and the writer's or speaker's perspectives			
Linguistic features The texts must be directed to the development of learners' communicative ability	6	The language used within each text is accurate and appropriate.	1	1	1
	7	The language used within each text must be relevant to the ongoing communicative context and the to text type.	1	1	1
Total			7	7	7
Percentage			100%	100%	100%

c. Sub Aspect: Supporting Learning Materials Checklist

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X		Textbook Grade XI		Textbook Grade XII	
			0	1	0	1	0	1
The up-to-date material	1	The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed.	1		1		1	
	2	The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topic discussed	0		0		1	
Life skill development Each text and communicative action must motivate learners to do several things to develop their life skills as follows:	3	Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature.	1		1		1	

	4	Social skill: Being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others.	0	0	0
	5	Academic skill: Exploring and making use of information, solving problems, and making decisions regarding to scientific work	1	1	1
	6	Vocational skill: Having ability, attitude, and skills needed to do a certain job or occupation	1	1	1
Development of insight on diversity Texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity as follows	7	A textbook must promote appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents.	1	1	1
	8	A textbook must promote awareness towards the local potential and equity in order to promote local and national potential and equity	1	0	1
	9	A textbook must promote appreciation towards democratic values which are relevant to the local socio-cultural context.	1	1	1
	10	A textbook must promote comprehension towards nationality insight to promote self belonging to the motherland, nation, and country.	1	1	1
Total			8	7	9
Percentage			80%	70%	90%

2. Language Aspect

a. Sub Aspect: Language Appropriateness

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X	Textbook Grade XI	Textbook Grade XII

			0	1	0	1	0	1
The relevance of the language towards learners' development	1	The language used in each explanation and instruction must be relevant to learners' cognitive development	1		1		1	
	2	Difficulty level and language unfamiliarity in each unit must be facilitated explicitly.	1		1		1	
	3	The language used in each unit must be relevant to teenagers' socio-emotional state.	1		1		1	
Communicativeness	4	Message readability: The message delivered in each unit must be clear and easily-understood by learners	1		1		1	
	5	Grammar accuracy: The message delivered in each unit must be relevant to correct English grammar.	1		1		1	
The coherence and unity of ideas	6	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.	1		1		1	
	7	The messages or materials presented in a textbook must reflect the coherence of meaning among units, sub-units, paragraphs, or sentences.	0		0		0	
Language Content	8	There is good presentation and practice of grammar, vocabulary, and pronunciation	0		0		0	
Total			6		6		6	
Percentage			75%		75%		75%	

3. Presentation Aspect

a. Sub Aspect: Presentation Technique

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X		Textbook Grade XI		Textbook Grade XII	
			0	1	0	1	0	1
Systematization	1	The materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics.	1		1		1	
	2	A textbook presentation must consist of at least introduction, content, and closing.	1		1		1	
Balance among	3	The materials and tasks are delivered	1		1		1	

units		in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit.			
Total			3	3	3
Percentage			100%	100%	100%

b. Sub Aspect: Teaching and learning Technique

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X		Textbook Grade XI		Textbook Grade XII	
			0	1	0	1	0	1
Learner centeredness	1	The presentation of materials and tasks prompts interaction in English among learners, between learners and teacher, and among learners in bigger circumstances..	1		1		1	
	2	The activities can be used for self-study.	1		1		1	
	3	The activities should take account of what learners expect to do in a language-learning course.	1		1		1	
Development of learners' initiative, creativity, and critical thinking	4	The kinds of activities should be useful for learners in their future use or future learning of the language (e.g. knowing how to negotiate)	1		1		1	
	5	The presentation of materials and tasks prompts learners to do some communicative activities both oral and written based on their own initiative creatively and critically.	1		1		1	
Development of autonomous learning	6	The presentation of materials and tasks prompts learners to be responsible towards their own learning process	1		1		1	
Development of reflection and self evaluation ability	7	Development of reflection and self evaluation ability	1		1		1	
Genre-based Approach	8	Activities for Building knowledge of the field	1		1		1	
	9	Activities for Modelling the text	1		1		1	
	10	Activities for Joint construction of the text	1		1		1	
	11	Activities for Independent construction of the text	1		1		1	

Scientific Approach	12	Activities for Knowledge and comprehension	1	1	1
	13	Activities for Application	1	1	1
	14	Activities for Analysis	1	1	1
	15	Activities for Evaluation	1	1	1
	16	Activities for Creation	1	1	1
Total			16	16	16
Percentage			100%	100%	100%

c. Sub Aspect: Presentation Coverage

Area	No	Criteria: The relevance of Material to the curriculum	Textbook Grade X		Textbook Grade XI		Textbook Grade XII	
			0	1	0	1	0	1
Opening	1	Preface: information that leads the readers to know the objective of the textbook writing, the writer's thanking, and the writer's expectation	1		1		1	
	2	Table of content: a list containing information which facilitates learners to find units, sub units, and topics	1		1		1	
Content	3	Introduction: an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners	1		1		1	
	4	Learning Load: the core of the textbook content. It consists of face-to-face meetings, structured exercises, and independent activities,	1		1		1	
	5	The kinds of activities should be useful Reference: texts, tables, and pictures must have identities in the form of heading and the order number	1		1		1	
	6	Summary and Reflection: each unit of the book must be ended by summary and reflection	1		1		1	
Closing	7	Glossary: important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically.	0		0		0	

Closing	8	Bibliography: a list of books used for reference in the textbook writing. It begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name)	1	1	1
	9	Index of authors: a list of authors whose works are used in the materials followed by page number of each appearance.	0	0	0
	10	Index of subjects: a list of important words followed by page number of its appearance.	0	0	0
Total			7	7	7
Percentage			70%	70%	70%

Appendix B: Instrument for evaluating English textbooks for Senior High School for content aspect issued by BSNP

**INSTRUMEN I
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMA/MA**

PENGANTAR

Agar penulis dan penilai buku teks secara sinergis dapat mengembangkan buku teks yang bermutu melalui kegiatan penulisan dan penilaian buku teks pelajaran bahasa Inggris khususnya untuk SMA/MA, instrumen ini telah disusun atas dasar landasan-landasan berikut: karakteristik pembelajaran bahasa Inggris dan kriteria pengembangan buku teks bahasa Inggris SMA/MA. Kemudian disusunlah instrumen yang dilengkapi dengan deskripsi butir-butir dalam instrumen tersebut. Untuk memaksimalkan objektivitas penilaian, sebagai alat bantu yang wajib digunakan telah juga dikembangkan lembar kerja (worksheet) penilaian. Dengan perangkat ini diharapkan penulis dan penilai buku teks pelajaran bahasa Inggris akan dapat membantu pemerintah menghasilkan buku teks pelajaran bahasa Inggris SMA/MA yang baik. Untuk itu, cermati dokumen ini dengan seksama. Di atas segalanya, pahami standar isi, terutama SK dan KD mata pelajaran bahasa Inggris SMA/MA sesuai dengan Permendiknas No. 22 tahun 2006. Selamat bekerja.

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.
2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetapi harus terajarkan.
3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.
5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantupeserta didik memahami dan memperkokoh budaya lokal dan nasional, serta mengenal dan memahami budayainternasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

6. Penguasaan Bahasa Inggris yang baik dapat menjadi sarana yang efektif peningkatan penguasaan ilmu pengetahuan, dan teknologi, (IPTEK) sehingga dapat meningkatkan daya saing sumber daya manusia Indonesia. Sebab itu, pembelajaran Bahasa Inggris hendaknya juga berorientasi pada perkembangan IPTEK.

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMA/MA yang dikembangkan diharapkan memiliki ciri-ciri berikut:

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.
2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi
3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional
5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.
6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN I PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

1. KELAYAKAN ISI

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
A. KESESUAIAN URAIAN MATERI DENGAN SK DAN KD	1. Kelengkapan 2. Kedalaman					
Rangkuman Kualitatif:						
B. KEAKURATAN MATERI	3. Fungsi Sosial 4. Unsur dan Struktur Makna 5. Fitur Linguistik					
Rangkuman Kualitatif:						
C. MATERI PENDUKUNG PEMBELAJARAN	6. Kemutakhiran 7. Pengembangan Kecakapan Hidup 8. Pengembangan Wawasan Kebhinekaan					
Rangkuman Kualitatif:						

2. KELAYAKAN PENYAJIAN

A. TEKNIK PENYAJIAN	9. Sistematika				
	10. Keseimbangan				

	antarbab					
Rangkuman kualitatif						
B. PENYAJIAN PEMBELAJARAN	11.Keterpusatan pada peserta didik					
	12.Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					
	13.Pengembangan kemandirian belajar peserta didik					
	14.Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri					
Rangkuman kualitatif						
C. KELENGKAPAN PENYAJIAN	15.Bagian Pendahuluan					
	16.Bagian Isi					
	17.Bagian Penyudah					
Rangkuman kualitatif						

DESKRIPSI BUTIR INSTRUMEN I PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

1. KELAYAKAN ISI

Komponen kelayakan isi mencakup tiga sub-komponen, yaitu kesesuaian uraian materi dengan SK dan KD, keakuratan materi, dan materi pendukung pembelajaran.	
A	KESESUAIAN URAIAN MATERI DENGAN SK DAN KD
1	KELENGKAPAN MATERI
	a. Jenis Teks Interpersonal
	Deskripsi: Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurangkurangnya teks-teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari, untuk memberikan kesempatan kepada peserta didik untuk memahami dan menghasilkan ungkapan-ungkapan dalam menunaikan fungsi-fungsi komunikasi antarpribadi, secara lisan dan tertulis, untuk berinteraksi dengan lingkungan terdekatnya. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:
	Kelas X Ungkapan untuk berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima/membatalkan janji, menyatakan perasaan bahagia, menunjukkan perhatian dan simpati, berterima kasih, memuji, menyampaikan ucapan selamat, menyatakan rasa terkejut, tidak percaya, dsb.
	Kelas XI Ungkapan untuk menyatakan puas/tidak puas, menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, bahagia, sedih, lega, sakit, malu, marah, jengkel, dsb.
	Kelas XII Ungkapan untuk menyatakan keluhan, mendorong semangat, menyatakan harapan, penyesalan, mengakui kesalahan, berjanji, menuduh, dsb.
	b. Jenis Teks Transaksional

	<p>Deskripsi: Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurangnya teks-teks transaksional untuk memberikan kesempatan kepada peserta didik untuk meminta/memberi barang/jasa/informasi/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	Kelas X Ungkapan untuk memberi instruksi, dsb.
	Kelas XI Ungkapan untuk menyampaikan dan meminta pendapat, menasehati, memperingatkan, meluluskan permintaan, dsb
	Kelas XII Ungkapan untuk mengusulkan, memohon, membahas kemungkinan untuk melakukan sesuatu, memerintah, berjanji, menyalahkan, menuduh, menyatakan keinginan-tahuan, hasrat, menyatakan berbagai sikap, menanyakan rencana/tujuan/maksud, memprediksi, berspekulasi, memberikan penilaian, dsb.
	c. Jenis Teks Fungsional
	<p>Deskripsi: Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurangnya teks-teks fungsional serta monolog sangat pendek dan sederhana untuk mengembangkan keterampilan menyimak, berbicara, membaca, dan menulis, tentang topik-topik yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	Kelas X Teks-teks fungsional pendek sederhana, resmi dan tak resmi, seperti pengumuman, undangan, iklan, dsb., serta teks recount, narrative, dan procedure.
	Kelas XI Teks-teks fungsional pendek, resmi dan tak resmi, serta teks untuk mengakses ilmu pengetahuan dalam teks berbentuk report, narrative, dan analytical exposition, spoof, dan hortatory exposition. Untuk Program Bahasa: Ungkapan yang digunakan dalam: 1) Public Speaking sederhana oleh master of ceremony, show presenter (host), dan news reader. 2) Karya sastra populer yang disederhanakan (simplified), yaitu lagu, puisi kontemporer, film dan drama kontemporer, cerita pendek, esai tentang lirik lagu, reproduksi cerita, dsb.
	Kelas XII Teks-teks fungsional pendek, resmi dan tak resmi, serta untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, explanation, discussion, dan review. Untuk Program Bahasa: Ungkapan yang digunakan dalam: 1) Public Speaking dalam konteks akademik, yaitu pidato (termasuk pidato tokoh terkenal, debat, presentasi, dsb. A. Karya sastra populer, otentik, dan sederhana, yaitu lagu, puisi kontemporer, film dan drama kontemporer, cerita pendek, esai tentang lirik lagu dan puisi kontemporer, reproduksi cerita, novel, dsb.
2	KEDALAMAN MATERI
	a. Pajanan (exposure)
	<p>Deskripsi: Untuk pembelajaran setiap jenis teks, buku teks wajib berisi dan menuntut peserta didik mengeksplorasi cukup banyak teks yang relevan dengan kehidupan peserta didik sehari-</p>

	hari dengan tujuan untuk pembiasaan terhadap jenis teks ybs., terutama pada segi isi pesannya
	b. Retensi aturan pembentukan teks
	Deskripsi: Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang ketiga unsur pembentukan jenis teks ybs. (yaitu, fungsi sosial, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah terbiasa berinteraksi tentang isi pesan yang dikandung pada jenis teks ybs.
	c. Produksi
	Deskripsi: Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks ybs., dengan memperhatikan kedua unsur lainnya (yaitu, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah memiliki pemahaman eksplisit tentang ketiga unsur pembentukan teks tsb..
B	KEAKURATAN MATERI
1	Fungsi sosial
	<p>Deskripsi: Teks-teks yang diberikan di dalam buku maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari. (1) Komunikasi interpersonal: untuk menjalin hubungan antarpribadi (melalui teks-teks interpersonal) dan teks fungsi alat komunikasi dalam rangka memenuhi kebutuhan hidup (melalui teks-teks transaksional). Kedalaman materi masing-masing fungsi sosial minimal sesuai dengan cakupan di Kelas I, II, dan III. (2) Komunikasi transaksional: meminta/memberi jasa/barang/fakta/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. (3) Komunikasi fungsional: memerankan fungsi khusus dalam teks fungsional pendek dan monolog yang terkait dengan masing-masing jenis teks berikut: (a) Recount berfungsi memaparkan pengalaman pribadi seperti cerita sukses, biografi, pengalaman tak terlupakan, proses kejadian, dsb. (b) Narrative berfungsi menghibur dan mengajarkan nilai-nilai luhur. (c) Procedure berfungsi memberikan petunjuk mengerjakan atau melakukan sesuatu, seperti instruksi melaksanakan tugas, manual, resep, peringatan, dsb. (d) Descriptive berfungsi memerikan, mengidentifikasi, membedakan, menawarkan, memuji, mengkritik, dsb., benda/orang/binatang. (e) News item berfungsi memberitakan kepada pembaca, pendengar atau penonton tentang peristiwa-peristiwa atau kejadian-kejadian yang dipandang penting atau layak diberitakan. (f) Report berfungsi memaparkan kebenaran umum tentang orang/benda/binatang, termasuk jenis, definisi, dan ciri-ciri umum, seperti yang banyak dimuat dalam sumber-sumber pengetahuan umum, antara lain buku teks, ensiklopedi, dsb. (g) Analytical exposition: thesis and analytical arguments. (h) Spoof berfungsi menceritakan kejadian, peristiwa aneh atau lucu yang bertujuan menghibur, dengan akhir yang tidak diduga (twist). (i) Hortatory exposition: thesis, analytical argument, dan recommendation. (j) Explanation berfungsi menjelaskan proses atau kegiatan yang terkait</p>

	dengan fenomena alam, ilmu pengetahuan, sosial-budaya, dsb. (k) Discussion berfungsi menengahkan suatu permasalahan (isu) yang ditinjau paling tidak dari 2 (dua) sudut pandang, secara proporsional, untuk membuat suatu kesimpulan atau rekomendasi. (l) Review berfungsi melakukan analisis kritis, untuk kepentingan khalayak ramai, terhadap peristiwa atau karya seni seperti film, pertunjukan, buku, dsb.
4	Unsur dan Struktur Makna
	<p>Deskripsi: Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis. (1) Dalam teks-teks interpersonal dan transaksional, unsur-unsur ini minimal meliputi kegiatan interaktif yang terdiri atas inisiasi/prakarsa berkomunikasi dan respon berupa permintaan dan pemberian informasi/barang/jasa. (2) Teks-teks fungsional pendek dan monolog, minimal mencakup unsur-unsur makna yang terdapat dalam masing-masing teks fungsional pendek dan jenis teks monolog berikut ini. (a) Recount meliputi sekurang-kurangnya orientasi dan serangkaian kegiatan/kejadian yang disampaikan secara kronologis. (b) Narrative meliputi sekurang-kurangnya orientasi, komplikasi, dan solusi. (c) Procedure meliputi sekurang-kurangnya langkah-langkah melaksanakan suatu pekerjaan, dengan atau tanpa menyebutkan secara eksplisit benda-benda yang diperlukan. (d) Descriptive meliputi sekurang-kurangnya unsur-unsur yang terdapat pada orang/benda/binatang serta deskripsi masing-masing (al., sifat, perilaku, tindakan) yang dianggap perlu disampaikan untuk memerankan fungsi sosial yang dimaksud. (e) News item meliputi sekurang-kurangnya kejadian inti, elaborasi, dan sumber informasi. (f) Report meliputi sekurang-kurangnya ciri-ciri umum dari orang/benda/binatang (sifat, perilaku, tindakan), dengan atau tanpa menyebutkan secara eksplisit pernyataan umum berupa definisi atau klasifikasi. (g) Analytical exposition meliputi sekurang-kurangnya pendapat/ asumsi penulis/pembicara dan argumentasi analitis yang mendukung. (h) Spoof meliputi sekurang-kurangnya orientasi, peristiwa, dan twist. (i) Hortatory exposition meliputi sekurang-kurangnya pendapat/ asumsi penulis/pembicara, argumentasi analitis yang mendukung, dan rekomendasi. (j) Explanation meliputi sekurang-kurangnya uraian umum, penjelasan proses, dan penutup. (k) Discussion meliputi sekurang-kurangnya isu yang dibahas, sekurang-kurangnya dua pandangan yang berbeda, dan kesimpulan. (l) Review meliputi sekurang-kurangnya orientasi, evaluasi, dan tafsiran penulis/pembicara.</p>
5	Fitur Linguistik
	<p>Deskripsi: Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.</p>
C	MATERI PENDUKUNG PEMBELAJARAN
6	Kemutakhiran

	a. Relevansi materi dan sumber rujukan
	Deskripsi: Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topik yang dibahas.
	b. Kemutakhiran materi dan sumber rujukan
	Deskripsi: Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang mutakhir tentang topik yang dibahas.
7	Pengembangan kecakapan hidup
	Deskripsi: Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan hidup, sbb.: (a) kecakapan personal: mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan; (b) kecakapan sosial: bekerjasama, toleran, menghargai kesetaraan gender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain; (c) kecakapan akademik: menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah; (d) kecakapan vokasional: memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu.
8	Pengembangan wawasan kebhinekaan
	Deskripsi: Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan, sbb.: (a) penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, yang meliputi berbagai nilai budaya dan kearifan lokal, nasional, dan global; (b) kesadaran akan potensi dan kekayaan daerah untuk mempromosikan potensi/kekayaan lokal dan nasional; (c) apresiasi terhadap nilai-nilai demokrasi yang sesuai dengan konteks sosialbudaya setempat; (d) Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara.

2. KELAYAKAN PENYAJIAN

Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian.	
A	TEKNIK PENYAJIAN
9	Sistematika
	Deskripsi: Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.
10	Keseimbangan antarbab
	Deskripsi: Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.
B	PENYAJIAN PEMBELAJARAN

11	Keterpusatan pada peserta didik
	Deskripsi: Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas
12	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik
	Deskripsi: Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.
14	Mengembangkan kemampuan untuk refleksi/evaluasi diri
	Deskripsi: Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.
C	KELENGKAPAN PENYAJIAN
15	Bagian Pendahuluan
	Deskripsi: (a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
16	Bagian Isi
	Deskripsi: (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan perilaku yang harus diteladani.
17	Bagian Penyudah
	Deskripsi: (a) Glosarium: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. (b) Daftar pustaka: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit. (c) Indeks (subjek dan pengarang): indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan

Appendix C: Instrument for evaluating English textbooks for Senior High School for language and presentation aspects issued by BSNP

INSTRUMEN II

PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMA/MA

PENGANTAR

Agar penulis dan penilai buku teks secara sinergis dapat mengembangkan buku teks yang bermutu melalui kegiatan penulisan dan penilaian buku teks pelajaran bahasa Inggris khususnya untuk SMA/MA, instrumen ini telah disusun atas dasar landasan-landasan berikut: karakteristik pembelajaran bahasa Inggris dan kriteria pengembangan buku teks bahasa Inggris SMA/MA. Kemudian disusunlah instrumen yang dilengkapi dengan deskripsi butir-butir dalam instrumen tersebut. Untuk memaksimalkan objektivitas penilaian, sebagai alat bantu yang wajib digunakan telah juga dikembangkan lembar kerja (worksheet) penilaian. Dengan perangkat ini diharapkan penulis dan penilai buku teks pelajaran bahasa Inggris akan dapat membantu pemerintah menghasilkan buku teks pelajaran bahasa Inggris SMA/MA yang baik. Untuk itu, cermati dokumen ini dengan seksama. Di atas segalanya, pahami standar isi, terutama SK dan KD mata pelajaran bahasa Inggris SMA/MA sesuai dengan Permendiknas No. 22 tahun 2006. Selamat bekerja.

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.
2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.
3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.
5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan memperkokoh budaya lokal dan nasional, serta mengenal dan memahami budaya internasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.
6. Penguasaan Bahasa Inggris yang baik dapat menjadi sarana yang efektif peningkatan penguasaan ilmu pengetahuan, dan teknologi, (IPTEK) sehingga dapat meningkatkan daya saing sumber daya manusia Indonesia. Sebab itu, pembelajaran Bahasa Inggris hendaknya juga berorientasi pada perkembangan IPTEK.

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMA/MA yang dikembangkan diharapkan memiliki ciri-ciri berikut:

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.
2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi
3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional
5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.

6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN II
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

I. KELAYAKAN BAHASA

A. KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK	1. Kesesuaian dengan tingkat perkembangan kognitif peserta didik				
	2. Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik				
Rangkuman kualitatif					
B. KOMUNIKATIF	3. Keterbacaan pesan				
	4. Ketepatan kaidah bahasa				
C. KERUNTUTAN DAN KESATUAN GAGASAN	5. Keruntutan makna dalam bagian/bab/subbab/paragraf/ kalimat				
	6. Ketertautan makna antar bagian/bab/subbab/paragraf/ kalimat				
Rangkuman kualitatif					

II. KELAYAKAN PENYAJIAN

A. TEKNIK PENYAJIAN	7. Sistematika				
	8. Keseimbangan antarbab				
Rangkuman kualitatif					
B. PENYAJIAN PEMBELAJARAN	9. Keterpusatan pada peserta didik				
	10. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik				
	11. Pengembangan kemandirian belajar peserta didik				
	12. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri				
Rangkuman kualitatif					
C. KELENGKAPAN PENYAJIAN	13. Bagian Pendahuluan				
	14. Bagian Isi				
	15. Bagian Penyudah				
Rangkuman kualitatif					

DESKRIPSI BUTIR INSTRUMEN II
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

II. KELAYAKAN BAHASA

Komponen kelayakan bahasa mencakup tiga sub-komponen, yaitu kesesuaian dengan perkembangan peserta didik, komunikatif, serta keruntutan dan kesatuan gagasan.	
A	KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK
	Kesesuaian dengan tingkat perkembangan kognitif peserta didik
1	<i>Deskripsi:</i> Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit.
2	Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik
	<i>Deskripsi:</i> Bahasa yang digunakan sesuai dengan situasi sosial-emosional remaja.
B	KOMUNIKATIF
3	Keterbacaan pesan oleh peserta didik
	<i>Deskripsi:</i> Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.
4	Ketepatan kaidah bahasa
	<i>Deskripsi:</i> Pesan disajikan sesuai kaidah Bahasa Inggris yang tepat
	KERUNTUTAN DAN KESATUAN GAGASAN
C	Keruntutan makna dalam bagian/bab/subbab/paragraf/kalimat
5	<i>Deskripsi:</i> Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat harus mencerminkan keruntutan penyampaian makna.
	Ketertautan makna antar bagian/bab/subbab/paragraf/kalimat
6	<i>Deskripsi:</i> Pesan atau materi yang disajikan harus mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.

II. KELAYAKAN PENYAJIAN

Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian.	
A	TEKNIK PENYAJIAN
7	Sistematika
	<i>Deskripsi:</i> Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.
8	Keseimbangan antarbab
	<i>Deskripsi:</i> Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.
B	PENYAJIAN PEMBELAJARAN
9	Keterpusatan pada peserta didik
	<i>Deskripsi:</i> Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta

	didik dan lingkungan yang lebih luas.
10	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik
	<i>Deskripsi:</i> Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.
11	Mengembangkan kemandirian belajar
	<i>Deskripsi:</i> Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri
12	Mengembangkan kemampuan untuk refleksi/evaluasi diri
	<i>Deskripsi:</i> Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.
C	KELENGKAPAN PENYAJIAN
13	Bagian Pendahuluan
	<i>Deskripsi:</i> (a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
14	Bagian Isi
	<i>Deskripsi:</i> (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan perilaku yang harus diteladani.
15	Bagian Penyudah
	<i>Deskripsi:</i> (a) Glosarium: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. (b) Daftar pustaka: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit. (c) Indeks (subjek dan pengarang): indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan

Appendix D: Competency standards and basic competencies for English subject in Senior High School

38. Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA)

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya. Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu. Tingkat literasi mencakup *performative*, *functional*, *informational*, dan *epistemic*. Pada tingkat *performative*, orang mampu membaca, menulis, mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat *functional*, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat *informational*, orang mampu mengakses pengetahuan dengan kemampuan berbahasa, sedangkan pada tingkat *epistemic* orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran (Wells, 1987). Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi *epistemic* dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMA/MA bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *informational*
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global
3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMA/MA meliputi:

1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi *informational*;
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esai berbentuk *procedure*, *descriptive*, *recount*, *narrative*, *report*, *news item*, *analytical exposition*, *hortatory exposition*, *spoof*, *explanation*, *discussion*, *review*, *public speaking*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

D. Standar Kompetensi dan Kompetensi Dasar

Kelas X, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi
2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari 2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari. 4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan

	<i>procedure</i>
Membaca 5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>

Kelas X, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
Berbicara 9. Mengungkapkan makna	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal

dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	(bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>

PROGRAM IPA, IPS & BAHASA
Kelas XII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam	Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal

teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari	(bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau untuk melakukan sesuatu, dan memerintah Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap
2. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari	Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau untuk melakukan sesuatu, dan memerintah Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>
Membaca 5. Memahami makna teks fungsional pendek dan teks tulis esei berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu	Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu

pengetahuan	pengetahuan dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>
Menulis 6. Mengungkapkan makna dalam teks tulis monolog yang berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>

Kelas XII, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dan melibatkan tindak tutur: membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dan melibatkan tindak tutur: menyesali, mengungkapkan/menanyakan rencana, tujuan, maksud, memprediksi, berspekulasi, dan memberikan penilaian
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> dan <i>review</i> dalam konteks kehidupan sehari-hari	Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i>
Berbicara 9. Mengungkapkan makna dalam teks interaksional, dengan penekanan pada percakapan transaksional resmi dan berlanjut dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyesali, mengungkapkan/menanyakan rencana,

	tujuan, maksud, memprediksi, berspekulasi, dan memberikan penilaian
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> dan <i>review</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i>
Membaca 11. Memahami makna teks tulis monolog yang berbentuk <i>narrative</i> dan <i>review</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan Merespon makna dan langkah retorika dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i> dan <i>review</i>
Menulis 12. Mengungkapkan makna dalam teks tulis monolog/esei berbentuk <i>narrative</i> dan <i>review</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i>

TAMBAHAN UNTUK PROGRAM BAHASA
Kelas XI, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna yang terdapat dalam <i>public speaking</i> sederhana	Merespon makna yang diungkapkan oleh <i>Master of Ceremony</i> Merespon makna yang diungkapkan oleh <i>Show Presenter (Host)</i> dan <i>News Reader</i>
Berbicara 2. Mengungkapkan makna dalam konteks <i>public speaking</i> sederhana	Mengungkapkan makna dalam konteks <i>public speaking</i> sederhana sebagai <i>Master of Ceremony</i> Mengungkapkan makna dalam konteks <i>public speaking</i> sederhana sebagai <i>Show Presenter (Host)</i> dan <i>News Reader</i>
Membaca 3. Memahami naskah dalam konteks <i>public speaking</i> sederhana	Membaca naskah <i>public speaking</i> sederhana dengan nyaring dan dengan pelafalan yang tepat sebagai <i>Master of Ceremony</i> Membaca naskah <i>public speaking</i> sederhana dengan nyaring dan dengan pelafalan yang tepat sebagai <i>Show Presenter (Host)</i> dan <i>News Reader</i>
Menulis 4. Mengungkapkan makna dalam konteks persiapan <i>public speaking</i>	Menulis naskah <i>public speaking</i> sederhana sebagai <i>Master of Ceremony</i> Menulis naskah <i>public speaking</i> sederhana sebagai <i>Show Presenter (Host)</i> dan <i>News Reader</i>

sederhana	
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Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami karya sastra lisan yang populer dan disederhanakan (<i>simplified</i>)	Merespon makna dalam karya sastra lisan, seperti lagu berbahasa Inggris dan puisi kontemporer Memahami dan merespon makna dalam karya sastra lisan, seperti film dan drama kontemporer
Berbicara 2. Mengungkapkan karya sastra lisan yang populer dan disederhanakan (<i>simplified</i>)	Membawakan karya sastra lisan sederhana seperti lagu berbahasa Inggris dan puisi kontemporer Membawakan karya sastra lisan sederhana seperti film dan drama kontemporer
Membaca 3. Memahami karya sastra yang populer dan disederhanakan (<i>simplified</i>)	Merespon makna dalam karya sastra, seperti lagu berbahasa Inggris dan puisi kontemporer Merespon makna dalam karya sastra, seperti cerita pendek
Menulis 4. Mengungkapkan kembali karya sastra lisan yang populer dan disederhanakan (<i>simplified</i>)	Menulis cerita dalam bentuk esai tentang lirik lagu yang didengarnya Mengungkapkan kembali cerita berbahasa Inggris yang disederhanakan (<i>simplified</i>) ke dalam bentuk tulisan lain dengan atau tanpa mengubah konteks latar waktu dan tempatnya

Kelas XII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna yang terdapat dalam <i>public speaking</i> dalam konteks akademik	1.1 Merespon makna yang diungkapkan dalam pidato 1.2 Merespon makna yang diungkapkan dalam debat dan presentasi
Berbicara 2. Mengungkapkan makna dalam <i>public speaking</i> dalam konteks akademik	2.1 Mengungkapkan makna dalam konteks <i>public speaking</i> seperti pidato 2.2 Mengungkapkan makna dalam konteks <i>public speaking</i> seperti debat dan presentasi
Membaca 3. Memahami naskah <i>public speaking</i> dalam konteks akademik	3.1 Memahami naskah <i>public speaking</i> dalam konteks akademik seperti pidato 3.2 Memahami naskah <i>public speaking</i> dalam konteks akademik seperti debat dan presentasi
Menulis 4. Mengungkapkan makna dalam naskah persiapan <i>public speaking</i> dalam konteks akademik	4.1 Menulis naskah <i>public speaking</i> sederhana dalam konteks akademik seperti pidato 4.2 Menulis naskah <i>public speaking</i> sederhana dalam konteks akademik seperti debat dan presentasi

Kelas XII, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami karya sastra lisan yang populer dan otentik sederhana	1.1 Memahami dan merespon makna dalam karya sastra lisan seperti lagu berbahasa Inggris dan puisi kontemporer 1.2 Memahami dan merespon makna dalam karya sastra lisan seperti film dan drama kontemporer

Berbicara 2. Mengungkapkan karya sastra lisan yang populer dan otentik sederhana	2.1 Membawakan karya sastra lisan sederhana seperti lagu berbahasa Inggris dan puisi kontemporer 2.2 Membawakan karya sastra lisan sederhana seperti film dan drama kontemporer
Membaca 3. Memahami karya sastra yang populer dan otentik sederhana	3.1 Membaca pidato tokoh-tokoh terkenal 3.2 Memahami makna dalam lagu berbahasa Inggris, novel, dan ceritera pendek
Menulis 4. Mengungkapkan kembali karya sastra yang populer dan otentik sederhana secara tertulis	4.1 Menulis esei tentang lirik lagu dan puisi kontemporer 4.2 Mengungkapkan kembali cerita berbahasa Inggris yang populer dan otentik sederhana ke dalam bentuk tulisan lain dengan atau tanpa mengubah konteks latar waktu dan tempatnya

E. Arah Pengembangan

Standar kompetensi dan kompetensi dasar menjadi arah dan landasan untuk mengembangkan materi pokok, kegiatan pembelajaran, dan indikator pencapaian kompetensi untuk penilaian. Dalam merancang kegiatan pembelajaran dan penilaian perlu memperhatikan Standar Proses dan Standar Penilaian.

KOMPETENSI INTI KELAS X	KOMPETENSI INTI KELAS XI	KOMPETENSI INTI KELAS XII
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan	3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan	4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

**HASIL CEK PLAGIASI
PROGRAM PASCASARJANA
UNIVERSITAS MUHAMMADIYAH MALANG**

NAMA /NIM : PENDIK SETIAWAN / 201710560211019

PROGRAM STUDI : Magister Pendidikan Bhs. Inggris

NAMA FILE : THESIS REVISI PASCA SENHAS

HASIL CEK KE :

BAB	HASIL PROSENTASE	STANDART		LOLOS	TIDAK LOLOS
		S2	S3		
BAB 1		5 %	5 %		
BAB 2		20 %	15 %		
BAB 3		25 %	15 %		
BAB 4		10 %	5 %		
BAB 5		5 %	5 %		
TANPA BAB	<u>11%</u>	15%	15%	✓	
TUGAS		20%	15%		

Malang, 18 Juli 2019

Petugas Cek